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ABSTRACT

This publication describes programs in the California State University (CSU) system that support public school improvements in five areas: public school diversity, curriculum improvement, teacher diversification, teacher education, and leadership. An introduction notes the pressing urgency of school improvement and describes the need for business and community involvement in the five areas. The following five sections each cover one area providing an overview of issues followed by examples of relevant programs in which CSU is involved. The section on public school diversity notes that the majority of students in the California public school system are non-white and details concerns over an "achievement gap". Nine projects are described. The section on curriculum improvement also describes nine projects in this area. The section on diversifying the teacher pool discusses the projected shortage of teachers and two major statewide efforts to support beginning teachers. Nineteen projects are briefly summarized. Teacher education is focused on next with a discussion of reforms, national studies, and CSU accomplishments and challenges in this area. Six projects are described. Finally, the section on leadership describes statewide efforts overall as well as six sample programs for improving leadership. A conclusion stresses the complexity of the commitment to these issues. An article from the "Chronicle of Higher Education" on the CSU programs is appended. (JB)

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Programs in The California State University That Support Public School Improvement

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Major objectives of this initiative are as follows:

- increase awareness of the work of the CSU Institute for Teaching and Learning;
- increase access to the work of CSU/ITL affiliates;
- begin to build a subset of information on teaching and learning that supports *The National Teaching and Learning Forum (NTLF)*, ERIC/HE's newsletter;
- encourage use of the ERIC system by CSU/ITL member affiliates and the *NTLF* readership; and
- test a model for collaboration between ERIC/HE and a major higher education system.

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Programs in The California State University That Support Public School Improvement

Office of the Chancellor
Academic Affairs, Plans
December 1989

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(Educational Policy Agenda Item 3, CSU Board of Trustees Meeting, October 31-November 1, 1989)

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PROGRAMS IN THE CALIFORNIA STATE UNIVERSITY THAT SUPPORT PUBLIC SCHOOL IMPROVEMENT

INTRODUCTION

Few agendas in the United States today can match the urgency of school improvement. The country will need future leaders, citizens and workers of vision, imagination, and technological competence, but its educational system is falling short of meeting these needs. Universities throughout the country — along with business and community leaders — are recognizing that their growing involvement in school improvement is a crucial component of reform. This agenda item discusses CSU involvement in five important areas of school improvement:

I. Meeting the Needs of Diverse Student Populations

White students now constitute a minority of California public school enrollment, and all students will need to be prepared to support and value a culturally diverse society. The needs of a diverse student population involve closing the "achievement gap" that has developed among ethnic and racial groups, and changing the school and teacher preparation curricula to reflect the contributions of many cultures.

II. Strengthening the K-12 Curriculum

A curricular reform movement began nationally and in California in the early 1980s. Contributions of The California State University have included the adoption of a required course pattern for admission; the development of freshman competency statements; and participation in intersegmental projects involving faculty curriculum consultants and faculty development projects in writing, mathematics, humanities, and economics.

III. Recruiting, Retaining, and Diversifying the New Teacher Pool

As the need grows for new teachers — particularly for a newly diverse teacher population — the number of CSU credential program graduates has increased by 54 percent in the last five years. The new Teacher Diversity Program approved by the Board of Trustees has resulted in the launching of innovative teacher diversity projects on most CSU campuses.

IV. Enhancing Teacher Preparation

Trustee policy to improve teacher preparation was adopted in 1983. Since that time, admission requirements for teacher preparation programs have been strengthened; requirements for assessment of subject matter knowledge and demonstrated teaching skills have been put into place; and a number of other reforms enacted. Programs operated jointly with the State Department of Education have resulted in increased cooperation with local districts as programs of teacher preparation were revised.

V. Improving School Leadership

New models for developing school leaders have been incorporated in two new joint doctoral programs which should soon be implemented at California State University, Sacramento and California State University, Fresno.

This agenda is organized into the five topics described above. Each topic contains an overview of the issues followed by illustrations of programs in which The California State University is involved.

I. Meeting the Needs of Diverse Student Populations

Overview

The long-forecast "majority of minorities" has arrived in California's public schools. Not only does the student population now consist of a majority of non-White students, but it boasts growing immigrant populations. One recent study estimated that nearly one-third of California public school students come from homes where English is not the primary language. Elementary school enrollments, particularly in large urban districts, continue to portend even greater diversity in the years ahead. Early elementary enrollment in the Los Angeles Unified School District, for example, consisted of a population 15 percent White, 60 percent Hispanic, 16 percent African-American, and 4 percent Asian in 1985. The Center for Continuing Study of the California Economy projects 250,000 foreign immigrants entering California annually to the year 2000, and the number of students classified by California public schools as Limited English Proficient (LEP) has already doubled over an eight-year period, from 325,748 in 1980 to 652,439 in 1988.

Currently, attrition rates, test scores, and course taking patterns show "achievement gaps" among ethnic and racial groups that cannot be tolerated if California is to flourish as a diverse society. Though these gaps have narrowed slightly in recent years, they remain of enormous concern in view of their implications for the future composition of the labor pool and the college-going pool.

In *Excellence for Whom*, the Achievement Council decried "the apparent inability of our educational system to respond adequately to the needs of non-White students — especially those who are poor or who possess inadequate English skills." Narrowing — indeed eliminating — the "achievement gap" that separates White from non-White students will require the coordinated efforts of all educational segments and levels. This agenda has been identified by the Intersegmental Coordinating Council, which is comprised of administrators and faculty of the CSU, the University of California, the California Community Colleges, the Association of Independent California Colleges and Universities, and the State Department of Education, as one of its highest priorities.

Concurrent with efforts to narrow the achievement gap is a need to prepare all students, and their teachers, to value a socially and culturally diverse society. This will require the development of new school curriculum materials and the revision of the college curriculum as well, so that new teachers will be familiar with subject area content that reflects the contributions of many cultures and will possess the particular skills to turn classroom diversity into an asset.

The response of California State University campuses to these needs has been overwhelming. Among the hundreds of examples are Adopt-a-School projects, faculty development efforts, programs to serve students who are at risk, and extensive outreach programs. The programs highlighted in Illustration I portray the kinds of efforts that should narrow the achievement gap and produce graduates who will value diversity.

Illustration I

Sample Programs for Meeting the Needs of Diverse Student Populations

College Readiness Program

The College Readiness Program (CRP) was established by the CSU and the State Department of Education in 1986 to 1) increase the numbers of African-American and Hispanic students who meet the CSU admission requirements upon graduation from high school; 2) encourage collaborative relationships among CSU faculty and students, middle school principals, counselors and teachers and, 3) raise the level of family and community awareness about college and financial aid opportunities. CSU campuses participating in the CRP are Dominguez Hills, Fresno, Hayward, Northridge and San Jose.

The program provides academic enrichment for 1,500 African-American and Hispanic students in 21 selected intermediate schools. Trained CSU student interns from the five campuses provide after-school academic assistance in mathematics and English to the participating 6th, 7th, and 8th grade students, some of whom attend as many as four sessions per week.

CRP has undergone external evaluation for the first two years of its existence. Of the 8th grade CRP graduates, 73 percent enrolled in college preparatory English in the 9th grade compared to 56 percent in the contrast group. For Algebra I and Geometry, the CRP and the contrast group were more similar with 4 percent (59%) higher enrollment for CRP students than for the contrast group (54%). On other scales, there was significantly higher interest among CRP students in attending college and in parent participation in pre-college activities. These results have led to a proposal to increase funding from the current $390,911 to $2,824,925 in 1990-91.

Student Internships: Outreach to Underrepresented High School and Community College Students

The Student Internship Program for Services to Designated (high minority) High Schools was initiated in 1987 to ensure that students in high schools with large populations of underrepresented ethnic minority students are knowledgeable about CSU admission requirements and are encouraged to and assisted in applying for college. The primary target group is 10th graders. The program currently serves 203 high minority high schools with at least 40 percent underrepresented minority enrollment. These high schols report that CSU student interns are providing a valuable resource that complements the work of the college counselor at the school sites. Recent enrollment data indicate that these target populations are increasingly eligible for the CSU and are applying and being admitted in greater numbers.

Currently, campus allocations for qualifying high schools in their service areas are about $3450 per high school. These funds are spent for CSU student intern remuneration, travel to and from school sites, and materials and supplies. The total number of student contacts in 1988 was over 100,000 and the program supported 272 student interns. The program is supported with $1.45 million in Lottery funds, and a General Fund appropriation of $1.816 million has been proposed for 1990-91.

Research on Effective Teaching in High Minority Schools

A research project on effective teaching in schools with high minority student populations is being conducted by the Southern Service Center of the Far West Educational Laboratory and CSU, Los Angeles faculty. The project faculty are engaged in research on effective teaching in elementary schools with high African-American student enrollment. This research project is being expanded to examine effective teaching in schools with high Hispanic populations and to involve researchers from CSU, San Bernardino and the Far West Laboratory. In addition, Northridge and Far West Laboratory are testing the effectiveness of new teaching strategies.

Illustration 1

Sample Programs for Meeting the Needs of Diverse Student Populations (Cont.)

Center for Applied Cultural Studies and Educational Achievement
In response to the serious educational crises facing the African-American Community, The California State University in collaboration with the State Department of Education has proposed the establishment of a Center for Applied Cultural Studies and Educational Achievement. The Center will be housed at San Francisco State University. During 1988/89, a series of systemwide conferences and planning meetings were held to: 1. identify the Center's mission and goals; 2. establish an organizational structure; 3. study the generic problems and issues which impact on the educational success of African-American students and; 4. develop and implement authentic and innovative strategies to accelerate the learning and achievement of African-American youth in the California public schools. Currently, proposals are being prepared to secure long term funding for the center.

AVID (Advancement Via Individual Determination) The purpose of the AVID program is to encourage and support African-American and Hispanic students to enter and succeed in postsecondary education. The AVID program (the name of which is drawn from the Latin *avidus* meaning eager for knowledge) is coordinated by the San Diego County Office of Education and operates in thirty high schools. San Diego State University as well as other colleges and universities in the region participate in program components. There are 3500 African-American and Hispanic students participating in AVID. The immediate goal of AVID is to ensure that ninety percent of the current 3500 AVID students enter college.

At the high school level, each participating student takes one AVID course for one period daily, five days a week. Within the course, students receive academic tutoring, counseling, and encouragement to enter college. Also at high school, SDSU professors teach college level courses for AVID students who receive college credit. At SDSU, a few regular freshman introductory courses are offered in small sections to AVID students. SDSU is working toward expanding the latter two program features in which it is involved.

The Capital Link Compact Under the leadership of CSU, Sacramento, a major effort is underway to form a compact between CSU, Sacramento, UC Davis, the junior colleges, school districts, business and industry in Sacramento and Yolo counties. The compact will serve as a clearinghouse to direct resources toward meeting the needs of at-risk students in the public schools. At the Sacramento campus, the compact will involve the Schools of Arts and Sciences and Education working with schools with high enrollments of at-risk students.

Project UPBEAT At CSU, San Bernardino, Project UPBEAT provides educational and motivational programs to talented minority students at eight junior high schools in three districts. Students who began this program four years ago continue to be encouraged during their high school years. The campus has also had a CAL-SOAP grant renewed which allows the campus to work with school districts, community colleges and other universities to coordinate the delivery of educational services to a wider population, especially ethnic minority students.

Keeping Kids in School San Jose State University has recently initiated with regional schools the Keeping Kids in School program to stem the dropout rate. Over 75 school district personnel have met with campus faculty to develop this effort. San Jose's student outreach programs include Upward Bound, Si Se Puede, as well as the College Readiness Program described previously. In addition, a Packard grant to the East Side Union High School District involves San Jose Mathematics and Computer Science faculty in a teacher inservice program to increase minority enrollment in advanced mathematics.

Illustration 1

Sample Programs for Meeting the Needs of Diverse Student Populations (Cont.)

California Humanities Project Established jointly by the University of California and the California State University, the California Humanities Project is developing for high school teachers of Humanities and History new curriculum materials that integrate non-western works and multicultural perspectives into the high school curriculum. In 1988-89, there were centers on CSU campuses at Dominguez Hills, Fullerton, San Diego, and San Francisco. The California State University provides about $30,000 annually in support of this project.

II. Strengthening the K-12 Curriculum

Overview

Though universities had for many years been involved in individual projects to strengthen curriculum in the public schools, the spate of reports in the early 1980s (such as *Nation at Risk* and others that followed) lent particular urgency to more widespread involvement of universities in the K-12 curriculum reform. Prompted initially by the declining skills of entering college students in writing and computation, university involvement has grown to include attention to the curriculum of all public school students at all achievement levels.

Because curriculum reform requires incremental development of curriculum in each subject taught, followed by the development of appropriate assessment instruments in each subject taught, it is a slow process. The State Department of Education has developed subject area frameworks as the primary vehicle of reform. University faculty have principally been involved in two other efforts, the Freshman Competency Statements and the California Curriculum Consultant Project, described in Illustration II. To the extent that such faculty participation is voluntary, as it is in these programs, the influence of university faculty on public school curriculum may remain somewhat limited.

Reform efforts are nevertheless beginning to show results. Reports from Policy Analysis in California Education (PACE) reveal that high schools are offering more rigorous courses, and reports from the State Department of Education show that the percentage of students taking the academic course requirements for college admission is increasing. Adoption by The California State University of a required high school course pattern has undoubtedly contributed to this change. Growing enrollments in writing and mathematics courses are thought to explain recent increases in scores on California's Comprehensive Assessment Program (CAP).

Most other examples of CSU involvement in the reform of public school curriculum are pilot projects at a single site, a single district, or a limited number of sites. On a statewide basis, the Intersegmental Coordinating Council is considering proposals to more closely align the development of the freshman competency statements with the development of the corresponding framework.

Illustration II

Sample Programs For Strengthening the Curriculum

Freshman Competency Statements

Since 1982, the Intersegmental Committee of the Academic Senates (UC, CSU, and CCC) has developed for distribution to California's school districts statements describing expected freshman competencies in college preparatory subjects. Originating with English (Writing) and Mathematics, the competency statements now also include Foreign Languages and Natural Science. Statements on History, Social Science and Humanities are currently under review, and the original statements in English and Mathematics are being revised.

California Curriculum Consultant Project

The California Curriculum Consultant Project complements the public high school WASC accreditation process by providing faculty consultants who assist high school academic departments in conducting the required departmental self-study. The faculty consultants review the range and effectiveness of the curriculum and enable the school to gain a fresh and independent perspective on its curriculum. Currently, 516 CSU faculty members make up over one-fourth of the total California Curriculum Consultant Project's pool. The project draws consultants from all segments of higher education.

Economics Education Project

To implement the high school graduation requirement in Economics, in 1984, the State allocated to The California State University an annual budget of $300,000 to augment the projects in Economics Education that were supported at nearly every CSU campus by the California Joint Council on Economics Education to prepare current high school teachers to teach the course in Economics. Now, The California State University administers a grant program where campuses (including those outside the CSU that have Centers for Economics Education) apply for funding to run workshops for high school teachers. Nearly every CSU campus offers such workshops. In 1987-88, there were 1,431 high school teachers in attendance in these workshops. They came from 696 high schools and taught an estimated 129,000 students economics in 1988-89.

California Technology Project

The California Technology Project was legislatively established to help integrate technology into the teaching strategies and everyday classroom experiences of the state's teachers and children. The California Technology Project will accomplish this through 1) data collection and network building, 2) staff development, and 3) statewide resource development. Legislation to fund the project beyond June 1990 is anticipated.

California Academic Partnership Program (CAPP)

The mission of the CAPP is to foster and enable partnerships between California school districts and postsecondary institutions to create improved learning, academic preparation, and access opportunities for students in middle schools and high schools, so more students, especially those underrepresented on postsecondary education campuses, can successfully complete baccalaureate degree programs. CAPP, which is administered by the Chancellor's Office of the CSU in cooperation with California's other educational segments, receives $1.5 million annually to fund projects around the state. CAPP provides stimulation for school reform by offering small grants to develop and test the effects of partnership models on improved curriculum and access issues and provides grants that address assessment issues. In 1988/89, CSU campuses were involved in eight of twelve CAPP grants. These include:

CAPP Grant	Campus
Reaching University Writing Standards	Northridge
Project Step: An Academic Partnership for the Advancement of Learning	Fullerton

Illustration II

Sample Programs For Strengthening the Curriculum (Cont.)

CAPP Grants

Language and Content Enrichment: Academic Partnership for Curriculum Development	Long Beach
Academic Partnership in Science Education	Los Angeles
Teaching for Transition from High School to College	Stanislaus
Academic Partnership to Provide Intervention Strategies Improving Academic Preparation	Chico
Golden Eagle Academic Partnership Program	Los Angeles Bakersfield
Mathematics Diagnostic Testing	Chico Fresno Fullerton Sacramento San Luis Obispo

California Writing, Mathematics, and Science Projects

The California Writing Project, legislatively established and administered by the University of California, has served as the model for statewide programs that utilize the latest university research findings in teaching and learning and communicate them systematically to high school faculty through workshops, institutes, and through the development of a cadre of master teachers who instruct others in their districts. Ten CSU campuses serve as Centers for the California Writing Project: Bakersfield, Chico, Fresno, Humboldt, Long Beach, Northridge, San Bernardino, San Jose, San Luis Obispo, and Sonoma. The California Mathematics Project has centers at Chico, Dominguez Hills, Los Angeles, San Diego, San Francisco, San Luis Obispo, and Stanislaus. The California Science Project is currently in the process of establishing centers.

In 1988, Senate Bill 1882 called for the University of California Regents to establish similar projects in all subject areas required for high school graduation, and established a mechanism for their administration which involves concurrence of The California State University and the Superintendent of Public Instruction. The legislation envisions "researchers, higher education faculty, and elementary and secondary school faculty to work together" to "identify exemplary teaching practices" and to "examine and develop research on learning knowledge, and educational materials," among other charges.

Los Angeles County High School for the Arts (LACHSA)

The Los Angeles County High School for the Arts represents many years of effort by community leaders, educators, parents, and students to develop a public high school for students who desire to pursue a career in the arts. The LACHA officially opened in September 1985 and is located on the CSULA campus. It is the first tuition-free countywide public high school in California which provides specialized visual and performing arts instruction to highly motivated and talented students. The school offers a comprehensive high school academic curriculum which meets the college entrance requirements and specialized rigorous training to students in one of four arts areas: dance, music, visual arts, performing arts. Students attending LACHSA have earned above average scores on the 1987/88 CAP test and many have taken advantage of the opportunity to receive college credit for advance course work taken as concurrent enrollment in conjunction with CSULA.

Math-Science High School

The primary mission of the California Academy of Mathematics and Science (CAMS) is to provide highly motivated and interested underrepresented high school students throughout the Los Angeles Basin with a uniquely challenging education in mathematics and science. CAMS will be

Illustration II

Sample Programs For Strengthening the Curriculum (Cont.)

located on the CSU Dominguez Hills campus and is co-sponsored by the Compton and Long Beach Unified School Districts. Students will normally enter the school as freshmen and will complete all of the customary requirements of college freshmen at the high school and achieve sophomore standing, at least in mathematics and science. It is important to note that the key to this school is the intensively enriching and stimulating environment that is available for these students. This environment will encourage and reward collaboration, experimentation and risk-taking.

Mathematics Diagnostic Testing Project (MDTP)

Established jointly by the University of California and The California State University, the MDTP makes available directly to high school teachers of algebra and calculus a diagnostic test they can use in the classroom to assess the adequacy of coverage of discreet curricular areas. In 1987-88, Math Diagnostic Tests were administered to more than 284,000 students at the request of their teachers. Centers on UC and CSU campuses at Chico, Fresno, Fullerton, Sacramento and San Luis Obispo provide scoring services and assist teachers with interpretation of results. The MDTP has been supported by the CSU with a combination of Academic Improvement and CAPP funds. Legislation establishing the MDTP as an ongoing California project awaited the Governor's signature at the time of this writing.

III. Recruiting, Retaining, and Diversifying the New Teacher Pool

Overview

Will California have enough teachers? Will those teachers reflect the diversity of the population? In recent years, shortages of teachers have been projected as California's school-age population grew. PACE has projected the need for an average of 15,000 new teachers annually between 1989 and 1999 — a figure that is achievable if a) current enrollments are sustained, b) other California institutions maintain their level of productivity, and c) the state is still able to compete as it has in the past for graduates of out-of-state institutions. However, current shortages of teachers in some urban and rural school districts and in such specific teaching areas as mathematics, science, and special education may get worse.

Staffing the state's classrooms with an adequate number of teachers involves both recruiting greater numbers into the teaching profession and retaining teachers who are effective. The myriad efforts of CSU campuses to recruit students to teaching and improve the image of teacher education and the teaching profession are paying off. From 1983-84 to 1987-88, the number of students recommended for teaching credentials by CSU campuses increased by 54 percent, as shown in Table 1. Given a state teaching force of around 190,000, the CSU is now graduating teachers at a rate that will allow for annual replacement of about 4 percent of the teacher work force.

However, growing numbers of new teachers are not enough. Attrition of new teachers is staggeringly high. Over 30 percent of new teachers do not reach their fifth year of teaching. In urban schools, the defection is even more acute. In one large urban district outside California, only 60 percent of the new teachers stayed in the district for a second year of teaching. Among the reasons for beginning teacher defection are isolation in the workplace, feelings of ineffectiveness, discouragement with low student achievement, lack of professional autonomy, and poor workplace conditions.

To address these problems, The California State University is involved in two major statewide projects to support beginning teachers, improve upon their teaching skills, and retain them in the teaching profession, particularly in the inner city. These projects, described in detail in Illustration III, are the New Teacher Retention in Inner City Schools project, sponsored jointly by the CSU and State Department of Education, and the California New Teacher Project, sponsored by the Commission on Teacher Credentialing and the State Department of Education.

Finally, there is a pressing need to increase the diversity of those who become teachers. Currently, over half of the state's K-12 students are from ethnic minority groups, while the teacher population is 80 percent White. Only 15 percent of teacher education applicants and 15 percent of the beginning teachers recommended to the Commission on Teacher Credentialing for credentials by the CSU are

Table 1
CSU Basic Teaching Credential Recommendations

Year	Multiple Subjects (Elementary)	Single Subject (Secondary)	Total
1983-84	3410	2210	5620
1984-85	4030	2623	6653
1985-86	4058	2587	6645
1986-87	4503	2787	7290
1987-88	5251	3398	8649

African-American, Hispanic, or Asian. Among the reasons for the low participation of African-Americans and Hispanics are low high school and college graduation rates, inadequate financial aid, and lack of incentives to complete the requirements for teaching credentials. In addition, the career of teaching has suffered from perceptions of low status and difficult working conditions.

To address the growing imbalance between the ethnic diversity of the teaching force and the diversity of the K-12 student population, the CSU has implemented campus-based systemwide, and intersegmental projects. Campus-based efforts were reported in the November 1988 Board of Trustees agenda item on teacher education. The major systemwide and intersegmental efforts to increase ethnic diversity in the teacher force include the CSU Teacher Diversity Program and the Intersegmental Coordinating Council's (ICC) Faculty Diversity Statewide Forum.

Table 2
CSU Funded Teacher Diversity Projects

Campus	Target Participants				Strategies				
	Secondary Students	Comm. College Students	Campus Students	Teachers' Aides	Academ. Support	Academ. Advise.	Career Couns.	Exposure to Teaching	Financ. Incentive
Chico				X	X	X	X		X
Dom. Hills				X	X	X	X		X
Fresno	X	X	X	X	X			X	X
Fullerton				X	X	X	X		X
Hayward	X	X	X	X	X	X	X	X	X
Humboldt	X	X	X	X	X	X	X	X	
Long Beach	X	X	X	X	X	X	X	X	
Los Angeles	X	X	X	X	X	X	X	X	X
Northridge	X	X	X	X	X	X	X	X	
Sacramento			X					X	X
San Bern.	X	X	X	X	X	X			
San Diego	X	X	X	X	X	X	X	X	
San Francisco	X		X		X		X	X	X
San Jose				X	X	X	X		X
San Luis Ob.		X			X	X	X	X	
Sonoma	X	X	X		X	X	X	X	
Stanislaus			X		X			X	X

The CSU Teacher Diversity (TD) program to increase the number of ethnic minority persons entering teaching careers was adopted by the Board of Trustees with a $1.1 million allocation as part of the 1989-90 lottery-funded program. The program includes grants for campus projects and a grant for developing and distributing throughout the state a video to inform underrepresented groups about how to become teachers and about career opportunities in the teaching profession.

Each of the Teacher Diversity programs was individually designed by the campus to address local needs and circumstances. Programs incorporate strategies to inform minority students about teaching careers as well as to offer them financial and academic support. Table 2 summarizes target populations and strategies. Because the Trustees have requested a full report on the Teacher Diversity programs, each campus project is described in Illustration III.

Illustration III

Sample Programs for Recruiting, Retaining and Diversifying the New Teacher Pool

New Teacher Retention in Inner City Schools (NTR)

The NTR program was established in 1986/87, through intersegmental funding by the CSU and the State Department of Education. The program was expanded in 1988/89 and now involves five campus projects. The goals of the New Teacher Retention program are 1) to assist beginning teachers to be more effective in teaching diverse student populations, and 2) to increase the retention of beginning teachers in the profession and in inner city schools.

The program provides to beginning teachers
1) intense coaching and counseling by CSU faculty and experienced teachers;
2) release time to observe exemplary classroom teachers, and
3) seminars on subjects to be taught, curriculum development, and classroom management. Program features are geared particularly to effective teaching in the inner city.

The program currently involves projects at San Diego State University in conjunction with the San Diego City Unified School District; California State University, Hayward in conjunction with the Oakland Unified School District; California State University, Los Angeles in conjunction with the Los Angeles Unified School District (LAUSD); California State University, Dominguez Hills in conjunction with LAUSD, and San Francisco State University in conjunction with the San Francisco Unified School District.

These projects have been highly successful. After the first year of the projects in Oakland and San Diego, retention rates of the beginning teacher participants neared 90%, a rate substantially higher than those reported in urban school districts. These beginning teachers were found to be performing on a level with successful experienced teachers. In projects established in 1988/89 in the Los Angeles and San Francisco school districts, none of the teacher participants planned to leave teaching and nearly all planned to stay in their current district and school. Currently, The California State University budgets this program at $524,324.

California New Teacher Project (CNTP)

The California New Teacher Project sponsored by the Commission on Teacher Credentialing and the State Department of Education seeks to support new teachers and assess their effectiveness. Fifteen pilot projects for beginning teacher support were established in 1988/89 through the CNTP and seven CSU campuses are involved in these pilots: Chico, Fresno, Dominguez Hills, Fullerton, San Diego, Long Beach, and Hayward.

Teacher Diversity Projects (TD)

The Teacher Diversity Projects on seventeen campuses have been supported through Lottery funding as a part of the Trustees 1989/90 Lottery Budget. Project planning began in 1988/89. At the beginning of the 1989/90 academic, campuses began to implement project strategies. Project descriptions follow.

CSU, Chico is planning an Ethnic Financial Incentive Teacher Training Project. The project will build and expand upon the existing Bilingual Teacher Training Program at CSUC. The focus of the project will be the recruitment and preparation of teachers' aides. Strategies will be devised to provide academic and financial incentives to assist teachers' aides move through the educational pipeline toward a teaching credential.

CSU, Dominguez Hills, through implementing the Aide-to-Teacher Project (ATT), is providing support for twenty minority individuals who are currently employed as teachers' aides in neighboring school districts. During the 1989-90 academic year, ATT fellows will be enrolled as a cohort group in a series of specially designed CSU, Dominguez Hills general education mathematics and liberal studies courses. The courses will be designed to

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Illustration III

Sample Programs for Recruiting, Retaining and Diversifying the New Teacher Pool (Cont.)

build confidence and study skills needed for project participants to succeed in university coursework.

CSU, Fresno has designed project Increasing Diversity Among K-12 Teachers. The project targets secondary, junior college, university students and teachers' aides. Services for secondary and university students include academic tutoring, scholarships, and future teachers' clubs, and a summer camp. Teachers' aides participating in the project will receive support to strengthen academic performance in university coursework and on competency tests.

CSU, Fullerton has developed Teacher Track: A Project to Increase Teacher Diversity. The purpose of the project is to increase the pool of elementary school teacher candidates from ethnic minority populations. The project is aimed at teachers' aides, community college and high school students. Project participants will receive academic counseling and tutorial assistance. High school students will receive exposure to the challenges and rewards of teaching through a course taught by college level faculty.

CSU, Hayward has developed an Urban Teacher Academy project in partnership with area junior and senior high schools, community colleges, business and community-based organizations. The activities of the academy will be delivered through three vehicles: 1) Future Teachers' Clubs, 2. Teachers for Tomorrow course, and 3) alternative program options for teachers' aides, retired military personnel, and out-of-state and immigrant teachers. Project participants at all levels, including CSUH undergraduate students, will have access to services such as academic support, exploratory coursework in teaching, leadership training, and financial incentives.

Humboldt State University is implementing Project MOST (Minority Opportunities for Success in Teaching). The project goal is to urge ethnic minority persons to enter teaching and aid them in securing employment. Project MOST targets teachers' aides, high school, community college and university students from three different minority populations. Services for teachers' aides include counseling, academic advisement, and career mapping. Workshops designed to increase awareness about the teaching profession and the educational preparation required will be provided for high school, community college and university students.

CSU, Long Beach through project Impact/Teach is implementing a project that addresses three equally critical components of teacher diversity: recruitment, readiness, and retention. Target audiences include local high schools, community college students, currently enrolled CSULB undergraduate and graduate students, teachers' aides and adults making mid-life career changes. Project activities include the establishment of Future Teachers' Clubs, presentation of on-campus Teacher Career Awareness Days, academic assistance, test preparedness, financial information and support.

CSU, Los Angeles School of Education faculty have collaborated with the Los Angeles Unified School District and two community colleges in the development of the Minority Participation in the Teaching Profession project. Faculty will coordinate curriculum enrichment opportunities through which participants will acquire information on effective instructional and tutoring techniques. Participants will engage in peer tutoring and supervised teaching experiences. Financial scholarship incentives will be provided.

Faculty in the CSULA Communications Department, in collaboration with School of Education faculty and representatives from the broadcasting community, will produce thirteen public service announcements for broadcast in English and Spanish that will

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Illustration III

Sample Programs for Recruiting, Retaining and Diversifying the New Teacher Pool (Cont.)

1) encourage diverse underrepresented audiences to consider careers in teaching; 2) produce one ten minute teacher diversity recruitment video; 3) duplicate and distribute copies of the video and public service announcements statewide.

CSU, Northridge has developed Future Teachers for a State of Diversity project. Recruitment efforts are aimed at students enrolled in junior and senior high schools, and community colleges in Los Angeles, Ventura and Santa Barbara counties; and at the California State University, Northridge Campus (CSUN). Services include academic support and counseling. Participants' progress will be tracked and supported as they strive toward the ultimate program goal, enrollment in a teacher credential program at CSUN.

CSU, San Bernardino is planning a TD project with Riverside Community College District, Riverside County Schools, San Bernardino Community College District and San Bernardino County Schools. The project will be designed to identify, recruit and prepare ethnic minority teachers' aides and students for admission to CSUSB and the Teacher Education program.

CSU, Sacramento, in an attempt to increase participation of underrepresented groups in teacher preparation programs, has developed a project involving Student Interns As Change Agents and Outreach Counselors. The project will recruit and provide academic support for underrepresented minority college students who have been accepted into a teaching credential program at CSUS or who have an interest in the teaching credential programs and underrepresented minority students in the public schools. University students will receive stipends to work as instructional aides in K-12 classrooms with high-risk youths.

San Diego State University is implementing Project Aim-To-Teach: Attract and Interest Minorities in Teaching. The project will provide African American, Asian American, Native American, and Hispanic students from secondary schools, community colleges, and San Diego State University, as well as teachers' aides, with encouragement, information, advice, mentoring, and academic support to complete coursework, articulation and transfer, and credential application requirements necessary for admission to and successful completion of the teacher credentialing programs at San Diego State University.

San Jose State University The focus of the SJSU Teacher Diversity Project is on recruiting and enrolling twenty paraprofessionals, who are currently working in public schools and already hold an AA degree or equivalent, into an appropriate program leading to teacher preparation. Project participants will be supported by mentors and project seminars. Tuition and books will be provided for participants for Spring 1990 and for a special summer program for 1990.

San Luis Obispo has developed a Recruitment and Support for Minority Teacher Education Candidates project. The project has been developed to recruit community college students from ethnic minority groups to the university and into programs leading to teacher credential programs. Through campus visitations, project participants will be exposed to the university setting, role models, and will receive information on careers in teaching. Project services include academic assistance, and counseling.

CSU, Sonoma is implementing Multicultural Teaching Corps: Project MTC The primary audience for the project consists of students from Windsor Middle School, Healdsburg High School, Santa Rosa Junior College, and Sonoma State University. Project activities include the establishment of Future Teachers of America Clubs, development of leadership

Illustration III

Sample Programs for Recruiting, Retaining and Diversifying the New Teacher Pool (Cont.)

workshops, implementation of career days, and an empowering teachers conference. Services for project participants include mentor pairing and parent involvement. A data base will be used to track participant progress toward entering and exiting teacher credentialing programs.

CSU, Stanislaus has selected thirty upper division minority students from Merced County who are interested in becoming single subject credential teachers to participate in project Apprentices and Technology. Project participants will receive a stipend to work as teacher apprentices in local high schools and will be provided college course work leading to a bachelor's degree via Instructional Television Fixed Service (ITFS).

The Teacher Diversity projects are supported with a Lottery allocation of $1.1 million. The Board of Trustees has requested $1.8 million in General Fund support for 1990-91.

Faculty Diversity Statewide Forum

This statewide event was sponsored by the Intersegmental Coordinating Council and held in Spring 1989. The CSU played a key role in organizing and conducting the forum entitled "Interesting and Enabling Minority Persons to Become Teachers at All Levels". Approximately 200 individuals participated in the conference, many from CSU campuses, at which exemplary models for recruiting and preparing minority persons for faculty careers were showcased. Working in intersegmental teams, participants established partnerships and developed plans to enlarge and diversify the K-12 and postsecondary faculty recruitment pool.

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IV. Enhancing Teacher Preparation

Overview

If there is any area where universities have a central role in school reform, it is in teacher preparation. Critics searching for reasons for poor school performance have condemned teacher preparation programs for their low admission standards, the poor performance of their students, irrelevant courses, lack of contact with schools, disjointed programs, lack of attention to subject preparation, and failure to insist on basic skills. Some critics reject the need for any pedagogical preparation for teaching, citing the lack of a knowledge base for teaching how to teach.

Many states have responded to such concerns by enacting policies and programs to improve teacher preparation. National calls for the abolition of the undergraduate Education major and the addition of a year of postbaccalaureate study have been frequent, but are not appropriate in California, where such a reform was successfully enacted 25 years ago. Reform efforts in many states have focused on teacher testing. By 1986, 46 states required teacher tests of some kind. Like California's CBEST test, most test basic skills or utilize the multiple choice National Teachers Examinations. Few attempt to test higher order thinking skills, complex disciplinary knowledge, and teacher performance. Although there have been legislative proposals to expand teacher testing in California, they have not succeeded in the face of arguments about the inadequacy of existing assessment methods and instruments. In recognition of the shortcomings of existing testing methods and the responsibility of university faculty for assessing their students, California is developing alternative and more sophisticated ways of assessing disciplinary knowledge and teaching competency. The California State University has taken a leadership role in these efforts.

Policies on teacher preparation reform within The California State University were adopted by the Board of Trustees in 1983 as a result of the system study entitled *Excellence in Professional Education.* That study called for:

> . . . an integrated, coherent, well articulated program for teachers including general education, subject matter preparation, prerequisites to professional education, professional studies and clinical experiences beginning in undergraduate years and continuing through the first years of teaching.

The study noted further that evaluation of students "should be a continuing part of all programs."

> A systematic appraisal [of credential candidates] shall begin with rigorous initial screening and periodic evaluation prior to exit from the program. Among the areas to be assessed are subject matter, college level proficiency in written and oral communication, basic skills, and teaching performance. All students shall demonstrate knowledge and understanding of cultural diversity and human potentialities.

Reforms of this magnitude take considerable time to implement. More rigorous standards for admission to and exit from teacher preparation programs and a policy requiring that the university assess the subject matter knowledge of each prospective teacher are now in place. Recognizing that teacher preparation takes place throughout the university and that most recommended policies could not be implemented without the commitment of the entire university community, other needed reforms were grouped into a CSU initiative identified as "All-University Responsibility for Teacher Education." Administered by a systemwide advisory committee since 1986, this initiative has provided the philosophical framework and an implementation plan for CSU teacher preparation reform.

A 1989 analysis of campus progress in encouraging more pervasive campus "ownership" of teacher education yielded noteworthy accomplishments and areas in which the campuses believe additional work is needed.

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Significant Accomplishments Identified by CSU Campuses in Expanding Responsibility for Teacher Education to the Entire University:

Successful establishment and improved effectiveness of All-University Responsibility Teacher Education Councils, and through their work, recognition of universitywide responsibility for teacher education in campus policy documents.

Successful planning of subject matter assessment criteria and processes for evaluating the knowledge of prospective teachers in the academic disciplines in which they will be credentialed.

Increased effectiveness and number of school-university collaborations and of university support for school reform on a regional basis.

Development of plans to increase teacher diversity.

Revision and strengthening of academic majors used by students who plan to teach at the elementary school level.

Infusion of multicultural content into the academic and professional preparation programs of prospective teachers to better prepare them to teach culturally and linguistically diverse students.

Improvement in the visibility and status of teacher preparation on the campus and in the schools.

Significant Challenges Identified by CSU Campuses in Expanding Responsibility for Teacher Education to the Entire University:

Additional resources are needed to implement subject matter assessment plans that will, in fact, verify subject matter knowledge of each CSU professional education student recommended for a teaching credential, whether or not that student is a graduate of a CSU campus.

Full implementation of programs to increase teacher diversity.

Infusion of multicultural content and perspectives into teacher preparation curriculum.

Involvement and engagement of faculty from throughout the university in teacher preparation and school reform issues.

Illustration IV

Sample Programs for Enhancing Teacher Preparation

Comprehensive Teacher Education Institutes (CTEI)

The CTEI strategy to improve teacher preparation was established by the CSU and the State Department of Education in 1986/87 as a result of a successful intersegmental program change proposal. Through three-way partnerships involving schools of education, academic departments, and school districts, the Institutes address core goals of critical importance to the improvement of teacher preparation, including 1) Decision-making, 2) Articulation of Program Components, 3) Curriculum, and 4) Assessment.

In 1986-87, Institutes were established at California Polytechnic State University, San Luis Obispo in conjunction with sixteen school districts in the area, and at San Diego State University in conjunction with the San Diego Unified School District. In 1988/89, five additional Comprehensive Teacher Institutes were established on CSU campuses at Chico, Fresno, Northridge, San Francisco, and at the University of California, Riverside. These Institutes are currently finalizing multiyear plans and will begin implementing reforms in 1989/90. The CSU portion of the program is funded at $350,000.

Celebrating Diversity Conference

A statewide conference will be held in January, 1990 to stimulate further infusion of multicultural content into the teacher preparation curriculum. The CSU has accepted responsibility as a conference co-sponsor and a key organizer of "Celebrating Diversity: Preparing the Educators of Today for the Schools of Tomorrow." A majority of the individuals of the expected 400 conference participants are CSU faculty and school district personnel in their service areas. Over the past few years, several CSU campuses have revised coursework in the teacher preparation program to develop cross-cultural understandings and teaching competencies among teaching credential candidates. Through participation in the "Celebrating Diversity" conference, CSU faculty will be able to refine existing efforts as well as develop and implement new approaches to integrate multicultural perspectives into the academic and professional components of teacher education programs. Other co-sponsors of the conference include the Commission on Teacher Credentialing, the University of California, the Association of Independent Colleges and Universities, California Teachers Association, and the Southern Service Center of the Far West Laboratory (a CSU/Far West Laboratory Collaborative).

Subject Matter Assessment Projects

CSU faculty are influencing teacher assessment in California and in the U.S. Subject Matter Assessment Projects were designed to assist campuses to implement the Board of Trustees policy, adopted in September 1985, which requires faculty in the academic disciplines to assess and certify the subject matter competence of prospective teachers prior to the student teaching phase of professional preparation. This policy reflects the CSU preference for campus-based assessment of the subject matter competence of prospective teachers conducted by the faculty over standardized subject matter tests which are being considered as a State requirement for a teaching credential.

Developing campus-based subject matter assessment processes for prospective teachers is a major challenge. Over the last two years, CSU campuses have planned assessment processes, and several campuses have implemented their locally developed assessment models. To assist campuses in the development of subject matter assessment processes, systemwide workgroups have been formed to develop resource guides for assessment in various disciplines. The State Department of Education and the Commission on Teacher Credentialing have lent the CSU support for this effort. The chart below indicates the subject matter assessment project disciplines and coordinating responsibility.

Illustration IV

Sample Programs for Enhancing Teacher Preparation (Cont.)

CSU Subject Matter Assessment Projects

Discipline	Coordinating Institution
Foreign Language	San Diego
Social Science	San Diego
Music	San Francisco
Art	Los Angeles
Mathematics	Los Angeles
Biological Science	Sacramento
English	Chancellor's Office
Liberal Studies	Chancellor's Office

Faculty who have participated in CSU subject matter assessment development are also contributing to state and national development of improved teacher assessment processes. CSU faculty are working with the Commission on Teacher Credentialing and the Educational Testing Service to develop more effective assessment components which will be considered, in California, as a part of the National Teachers Examinations. Additionally, CSU faculty are participating at the national level in the development of a new National Teachers Examination.

San Francisco State University has received a grant of approximately $100,000 from the Commission on Teacher Credentialing and the State Department of Education to develop a model for assessment of beginning English teachers. This SFSU model was initially developed through the CSU Workgroup on Assessment of Prospective English teachers and a CSU Academic Program Improvement grant.

Faculty Participation in the Public Schools

Faculty who teach courses in instructional methods and educational administration are provided release time to work with teachers, students, and administrators in a K-12 public school setting once every three years. Through direct involvement at the school site level, faculty have strengthened the K-12 curriculum, modeled effective instruction and experienced first hand the challenges facing their prospective teacher education candidates as a result of the changing demography. Faculty have integrated the knowledge acquired through active public school participation into methods courses and into the design of research studies that focus on effective instructional strategies for diverse populations.

The CSU has allocated $1 million annually to support faculty participation in the public schools, pursuant to the requirements of Senate Bill 813 (1983).

Instructional Computing

The CSU has allocated $500,000 systemwide to campuses for implementation of strategies to develop competence in the use of computers for instructional purposes among all students seeking a clear teaching credential.

V. Improving School Leadership

Overview

As the leadership of California's schools changes in the next 10-15 years, a daunting array of challenges confronts it. The coming generation of principals, superintendents, and teachers will be managing unprecedented enrollment growth, rapid change, and increasing student diversity. There will be resource challenges: class sizes among the highest in the nation; physical plants deteriorating because of deferred maintenance; and the need to construct new classrooms and schools. To this generation of leaders will fall the task of ensuring that the trend toward a society bifurcated between highly educated, highly paid, and poorly educated, poorly paid does not continue, particularly when that bifurcation is along racial and ethnic lines. To the coming leadership generation will fall the task of saving the students now identified as "at risk." Their success is crucial to the entire society.

In more than half of California's school districts, these leaders have been prepared in doctoral programs, and the role of The California State University has consequently been limited. As the Joint Legislative Committee to review the Master Plan recognized, rapid expansion of joint doctoral programs will be required if this state is to have educational leaders who have had access to the best of what advanced education can offer: a doctoral program designed to prepare professionals — that marries theory with practice and research skills with leadership abilities, offered in a setting where close cooperation with schools is the norm and where teacher preparation is related programmatically and organizationally to the preparation of school leaders.

At a minimum, California's school administrators will have completed a two-tier administrative services credential which requires prior completion of a teaching credential. Eighteen California State University campuses offer the administrative services credential, and practicing administrators have access to CSU coursework as well as a large array of professional development opportunities offered by districts, professional associations and by universities in collaboration with these entities.

The state, through the State Department of Education, funds the California School Leadership Academy, which operates Administrator Training Centers for administrators. Though CSU coursework focuses on pre-service administrators, some certificate programs — such as one offered by Northridge for employed school district business managers — are available for practicing administrators. Such university coursework can comprise a portion of a doctoral program.

New school leaders will require new kinds of preparation. The National Policy Board of Educational Administration in May 1989 published *Improving the Preparation of School Administrators: An Agenda for Reform*, which recognized the need to prepare administrators who were astute observers of society, able to anticipate future changes, able to plan strategically for those changes and who possessed the leadership capabilities to implement plans. In short, educational leaders will need to better understand and interpret trends and changes in society and design school programs in anticipation of the needs of society and of its children. In June 1989, the UC-CSU Joint Graduate Board sponsored a conference on the professional doctorate in Education which was attended by representatives from seventeen California State University campuses and seven University of California campuses. It was recognized at that conference that school reform would require imaginative leadership of the kind described by the National Policy Board; that future school leaders would need to be prepared in ways different than they had been in the past; and that the state's doctoral programs in education would probably be the locus for such change.

Currently, The California State University has one joint doctoral program in which some administrators are enrolled and two joint doctoral programs well along in the planning stages that will prepare school administrators using these new models. The existing program is between San Diego State University and Claremont Graduate School. One of the planned programs between California State University, Sacramento and the University of the Pacific is in the last stage of review at the California Postsecondary Education Commission. The second planned program, between California State University, Fresno and a graduate group from several University of California campuses, should be ready for submission to the UC-CSU Joint Graduate Board in the spring of 1990. It will include a Research Institute focused on applied research in Educational Leadership and Administration. In contrast to other models, these programs will identify potential leaders already employed in the schools and facilitate their enrollment in a doctoral program in Educational Leadership. Fresno will use a cohort model, moving practicing administrators through the program in groups. The administrators will be expected to base their research projects on problems and issues in their own districts.

Illustration V

Sample Programs for Improving School Leadership

Urban Administrators Institute

The Urban Administrators' Institute is jointly sponsored by San Francisco State University and the San Francisco Unified School District. The Institute serves ethnic minority school district employees who have potential to become effective school leaders. Of special importance is the intensive field-based component of the program which involves the placement of the participants at school sites where they have special opportunities for site management. Currently, there are 26 participants in the Institute program which incorporates work toward a master's degree in educational administration and school administrative services credential. The San Francisco Unified School District supports the costs of participants in the program.

Certificate Program in Instructional Leadership

California State University, Sacramento, in cooperation with the Sacramento County Office of Education and five school districts, including the Sacramento, San Juan, and Elk Grove Unified School Districts, developed and offered in 1988/89 a Certificate Program in Instructional Leadership. The fifty-five program participants were drawn from the ranks of classroom teachers and curriculum or staff development coordinators. The purpose of the program was to enhance the school site leadership and management skills of the participants. Although unanticipated, one third of the participants have now entered the master's degree or credential program for educational administration. In 1990/91, CSU, Sacramento intends to initiate the second cycle of the program.

Simulated Situation Workshop in Educational Administration

California State University, Northridge holds a simulated situation workshop each summer for potential and practicing school administrators. A major part of this workshop is the "In Basket" simulation based on authentic administrative situations and materials. In this simulation, students learn to confront problems and apply analytical and decision making skills. There are 40 to 60 participants in each summer's workshop. Approximately ten of the participants are a part of and supported by the National Leadership Training Program in the Area of Education for the Deaf. Since most of the National Leadership Training Program participants are deaf, the other students have the opportunity to improve their understanding of the handicapped.

CSU, Sacramento-University of the Pacific Joint Doctorate Proposal in Educational Administration

Sacramento and UoP have submitted to the CPEC Joint Graduate Board a program that will identify and enroll current educators who have leadership potential (with special emphasis on the recruitment of women and minority students); construct the program so that they can continue in their positions in local school districts, and prepare them for leadership roles in the schools. The distinctiveness of the program is its emphasis on the preparation of practitioners (rather than Ph.D. scholars) and the program available to them in leadership/management theory; collaboration theory and practice; and institutional change theory and practice. The program will emphasize applied research, using school sites as research laboratories.

CSU, Fresno and the University of California Graduate Group Proposal in Educational Leadership

Fresno and the UC Graduate Group have also recognized the need for programs that identify potentially talented leaders - particularly from among minority groups and women - and prepare them for leadership or practitioner roles in the school. The proposed program, which should be ready to go to the UC-CSU Joint Graduate Board this spring, will utilize a "cohort" model whereby working students will go through the program in groups, working on research projects that are related to their school employment.

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Illustration V

Sample Programs for Improving School Leadership (Cont.)

Conference on the Education Doctorate Sponsored by the UC-CSU Joint Graduate Board

Representatives of 17 CSU campuses and all UC campuses gathered in the spring of 1989 at UC Davis to discuss emerging models of doctoral level preparation for school practitioners. The conference stressed the need for changes if the new generation of school leadership is to be adequately prepared to deal with the enormous changes taking place in the schools. The proceedings will be published shortly.

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CONCLUSION

Genuine school reform will require substantial commitments of human and material resources on the part of the state. While The California State University is only a small part of this picture, its investments in school reform have been increasing, as evidenced by its support of faculty in Education, its Program Change Proposals and lottery projects, and the level of time spent on school improvement by faculty and administrators throughout the CSU.

The CSU investment in faculty positions in Education alone is substantial. At 1988-89 rates, the 1,223.5 full-time equivalent faculty positions in Education represented an investment of nearly $67 million. This is understated, since it does not take into account the fact that faculty members in other disciplines also prepare future teachers in academic subjects and sometimes supervise them in student teaching. The investment increases regularly as enrollments in credential programs grow.

Other California State University General Fund investments in programs mentioned in the illustrations in this item include the College Readiness Program ($390,911); Academic Program Improvement funds supporting such school improvement efforts as the California Humanities Project and the development of the Math Diagnostic Testing Project (estimated at $150,000); the Economics Education Project ($300,000); California Academic Partnership Project ($1.5 million); New Teacher Retention Project ($524,324); Comprehensive Teacher Institutes ($350,000); Faculty Participation in Public Schools ($1 million); and Instructional Computing for Teachers ($500,000). With system lottery funds, The California State University is supporting the Student Outreach Program at Minority High Schools ($1.45 million) and Teacher Diversity Projects ($1.1 million). Program Change Proposals approved by the Board for the 1990-91 budget would add $2.824 million for the College Readiness Program; $1.816 million for Student Interns in High Minority Schools; and $1.8 million for Teacher Diversity projects.

The collective impact? Direct investments of $75.5 million in teacher preparation and school improvement, a figure excluding many unique campus programs, equipment and travel funds, and donated time. It is likely that over $100 million of the CSU General Fund appropriation is currently being spent on people and projects dedicated to school improvement, and proposals have been made by the Board to increase this by $6.4 million in 1990-91. The Board has additionally supported about $2.5 million from the lottery fund in school improvement projects, and this does not include campus-supported lottery projects.

While some gratifying progress was reported in this item (increases in the numbers of students completing work for credentials, for example), the results of most of these investments will only be seen over the long term. For example, a Teacher Diversity project begun in 1989-90 to recruit minority high school students into teaching will not produce minority teachers for six to ten years. The investments must nevertheless be made without concern about quick results. Too much is at stake.

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On California State U. Campuses, Everyone Is Responsible for Educating Teachers

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Long Beach, Cal.

In the California State University System, there is no debate over who is responsible for training future teachers. Everyone is.

Unlike most institutions, which regard school teachers as the concern of the education schools, the university expects all administrators and faculty members to be involved in one way or another with teacher recruitment, education, and evaluation.

As a result, top administrators are inviting local school officials to the campuses to talk about educating teachers for their districts, and faculty members in the liberal arts and sciences are encouraging outstanding students to consider teaching careers.

The systemwide approach was devised as part of an all-out effort to improve teacher preparation on the 19 campuses and to increase the number of qualified students—particularly those from minority groups—who enroll in programs that lead to a teaching credential.

"The Tip of the Iceberg"

At Cal State, "the school of education is just the tip of the iceberg. The other 70 percent is under water, so to speak," says Carolyn Ellner, dean of education at the university's Northridge campus.

She explains: "The making of a teacher starts long before the education schools come face to face with the students."

By the time students reach those schools, which in the California State University System offer only graduate education, "they've had their academic preparation," she says. "It's important that all other faculty members realize that in their classrooms."

Warren Baker, president of the San Luis Obispo campus, concurs: "Teacher education can't be relegated to a place over there."

He adds, "Everyone has to do missionary work with all students to get them interested in teaching. Then you have to nurture them. Then you have to take them off campus and create real linkages to the world of work."

With its all-university strategy, California State is going beyond the agenda for teacher-education reform that was spelled out in several recent national reports.

Like some other institutions, the university has raised admission requirements for teacher education, made the programs more rigorous, and required students to pass tests of basic skills. One reform proposal—that future teachers earn a bachelor's degree in an academic discipline before they take professional training—has been policy here since 1961.

The California State University however, is the only one that makes teachers part of everyone's job, officials here believe.

Response Has Been Mixed

The strategy is designed to eliminate barriers between the schools of education and the academic departments, and between the campuses and the public schools.

If administrators, professors, and schoolteachers can see their problems from each other's perspective, the reasoning goes, they can find solutions. The quality of teacher preparation, as well as the image of the profession, will improve, and better students can be attracted to teaching as a career.

Response to that approach, which was initiated about five years ago, is mixed. In general, administrators support it—some enthusiastically—but many faculty members look the other way.

Chancellor W. Ann Reynolds views teacher education as "a regular part of the C.S.U." now.

"It delights me that one of the regular topics of conversation among the campus presidents is some issue of teacher education," she says. "It's one of the things we talk about all the time, along with the budget, classroom space, and the athletic program."

In a 19-campus system with a total of 20,000 faculty members, says David C. Cohen, chairman of the systemwide academic senate's teacher-education committee, "you can cite campuses where wonderful things are happening and you can cite campuses where very little is being done."

Although "the trend is toward much greater involvement by faculty members," he says, "in most departments, they still don't think much of teacher education."

Ms. Reynolds, who developed the all-university strategy and promotes it at every opportunity, says she believes the university has come "a tremendous way" in advancing interest in the field. However, she also acknowledges that "we're not all done yet."

Teacher education has always been a part of the university's mission. Today the campuses prepare about 70 percent of the classroom teachers educated in California and one of every 11 educated in the United States. In 1987-88, more than 9,000 students completed credential programs.

To engage administrators and faculty members in teacher preparation, the university established an elaborate network of committees. In addition to systemwide bodies, each campus has its own council, with professors from education and the arts and sciences and representatives from the public schools.

To keep the issue up front, the chancellor's office shoots frequent bulletins to the campuses, and the campuses send back progress reports.

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Hundreds of Projects

Leonard Davidman, associate professor of education at San Luis Obispo, says the procedure works quite well.

"The chancellor asks the presidents, What are you doing? And the presidents ask the deans, What are you doing? If you get asked about something, you do it," he says.

The concentration on teachers has generated hundreds of collaborative projects, some still experimental, to improve the curriculum, recruit more minority-group students, and keep teachers in the profession. For example:

■ Six campuses have created Teacher Eduation Institutes, in which schools of education and of arts and sciences collaborate with public-school districts to revamp the teacher-education curriculum and improve instruction. At San Diego, for example, professors and schoolteachers form teams to teach weekly seminars for future teachers in English, mathematics, science, and social studies. "Each teacher provides a unique perspective," says George L. Mehaffy, director of the school of teacher education.

■ Under a program called SEEDS, for Science Enrichment and Education Demonstration Schools, professors from the chemistry and education departments on the San Luis Obispo campus create science learning modules, which student teachers teach to elementary-school children. The children, who come to the campus for the instruction, learn firsthand about science, about going to college, and about the teaching profession, says Mr. Davidman. "Our candidates also get more experience before teaching," he says.

■ At Dominguez Hills, 30 students from five high schools whose enrollment is primarily from minority groups attend the Future Teachers Institute on Saturdays to learn how to teach elementary and junior-high-school students.

"When a child says, 'I never really understood that until you explained it to me,' the students get hooked on teaching," says Judson H. Taylor, Dominguez Hills associate vice-president for academic affairs and dean of the Center for Quality Education. "Involvement with kids—that's the key."

■ Several campuses are creating support systems for new teachers in the hope that they will stick with the profession. The idea is that new teachers can master classroom skills and develop confidence if they have some help at first. In San Diego's program, professors meet with small groups of new teachers every week.

■ Education and arts-and-sciences professors from all 19 campuses are meeting by discipline to decide what future teachers should know about their subjects and how their knowledge and skills should be assessed. So far, groups have developed guidelines for evaluating English and elementary-school teachers. Eventually, all prospective teachers will be evaluated before they begin student teaching.

'A Seed-Money Strategy'

Because the California State University has not had much money to support its all-university program, many campus projects have been created with what San Luis Obispo's Mr. Davidman calls "a seed-money strategy."

"With constant competitions and constant small grants," he says, "the system gets the campuses to propose things. That means we do the planning.

"If you don't get a grant," he adds, "you won't let that planning go to waste. You will go ahead with the project anyway.

"These seed grants motivate the campuses to do things they would not otherwise do," he says.

Anthony H. Evans, president of San Bernardino, sees his role—and that of other presidents—as one of "creating a favorable climate on campus for teacher education." His strategy: "frequent talk."

"Half a dozen times a year, I invite superintendents, teachers and school staff members to campus to get advice about what we should do to prepare teachers for their districts," he says. "Then I get out half a dozen times a year to the districts on speaking trips."

All Departments Involved

"That sets a tone with the top people on my campus about what we are trying to accomplish."

Mr. Evans adds: "I have attempted to hire people with backgrounds and interests in teacher education. I have shied away from individuals who lack interest, or who hold negative views."

By taking the lead, he says, "it is possible to acquire people with a strong interest in teacher education who can be relied on to help us promote the program."

The systemwide strategy calls for all academic departments to help recruit teachers.

"You don't become a teacher by enrolling in a teacher-education program," says Mr. Cohen, a professor of psychology at Bakersfield. "You become an English major, for example, and then, if you are interested in the discipline, you ask, What can I do? Faculty members can suggest being a teacher.

"Every academic discipline has to think of its responsibility to recommend a teaching career. Now, in some disciplines, faculty members have the attitude that, if you are not very good, you should become a teacher."

Although there is no shortage of applicants for teacher-credential programs, says Northridge's Ms. Ellner, "we are not getting as many of the brightest stars as we should. And we would like to get those stars."

She adds: "Encouraging faculty members to encourage better students to come into teaching is critical."

Despite the university's all-out effort, changing people's attitudes toward teacher education remains difficult.

"We still suffer from the view that education in education is not quite as prestigious as education in other fields," says John R. Beljan, vice-president for academic affairs on the Long Beach campus and chairman of a systemwide teacher-education committee. "More effort is needed to insure that the school of education is seen as an intellectual equal on the campus."

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